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ABSTRACT Abstracts are presented of 34 papers on adult education research. They cover adult dropouts, age differences in learning, older adults, motivation and orientations of adults, interpersonal relationships; adult educators, change agents, and leaders in Cooperative Extension; teacher training and multimedia instruction; diffusion of innovation, adoption, and attitude change; professional continuing education of the clergy and retirement education; equivalency tests for adults; curiosity; research utilization; and two historical reviews--of adult education in the Confederacy and of lyceums. Basic Information Sources, Current Information Sources, Literature Reviews, and other publications of the ERIC Clearinghouse on Adult Education are also listed. (eb)							

ED0630003

ABSTRACTS OF PAPERS
PRESENTED TO THE NATIONAL SEMINAR
ON ADULT EDUCATION RESEARCH
FEBRUARY 9-11, 1969, TORONTO

AA000363

ERIC Clearinghouse on Adult Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CLEARINGHOUSE ON ADULT EDUCATION

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ROGER DeCROW, DIRECTOR

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July 1969

PREFACE

The ERIC Clearinghouse on Adult Education is presenting abstracts of some of the papers presented to the National Seminar on Adult Education Research in Toronto, February 9-11, 1969, to help a variety of persons become aware of the papers and the kind of research carried on.

Thirty-seven papers were presented at the seminar. All the authors were invited to submit their papers for processing through the ERIC (Educational Resources Information Center) system, which includes making reproductions available in microfiche and hard copy. Most of the authors submitted either their original papers or revised or enlarged versions. Most of the documents are available from the ERIC Document Reproduction Service (EDRS); Several papers are available from other sources listed in the abstracts; a few documents are not available from any source.

The abstracts in this booklet have been arranged alphabetically by principal authors. Four papers presented at the seminar are not included in this booklet because they were not available at the time of publication. They are: Ironside, Roderick A., MEASURING ADULT BASIC EDUCATION SKILLS: AN EMPHASIS ON VALIDITY; Peters, John M., EFFECT OF INTERNAL-EXTERNAL CONTROL ON LEARNING AND PARTICIPATION IN OCCUPATIONAL EDUCATION; and Reynolds, Richard J., EFFECTS OF INPUT VARIATION ON ASSOCIATED RESPONSE.

Directions for ordering documents from EDRS are found on page 40.

Stanley M. Grabowski, Editor

July 1969

SOME SOCIOLOGICAL CHARACTERISTICS OF DOCTORAL ADULT EDUCATORS.

Adams, Albert
18p. 1969

ABSTRACT:

The first part of a larger effort, this study was an analytical sociological profile of professional adult educators with doctorates. A questionnaire was mailed to 200 of them; 86% responded. Findings included the following: (1) respondents tended to be Protestant married men, middle-aged (between 46 and 50) and middle-class liberal Democrats, with rural Midwestern origins; (2) the typical respondent had earned his Master's or first professional degree in the social sciences between ages 20-30 and his doctorate in adult education (Ed.D.), between ages 36-40; (3) he had been employed in adult education from 16 to 20 years, had worked largely in universities, was currently an administrator, and had daily job-related contacts with other adult educators; (4) he was "mildly satisfied" with his national professional organization, satisfied with adult education as an occupational field, and very satisfied with it as an educational field; and he was more closely identified with his field than with his employing organization; (5) he felt that his field should be under the influence of professors of adult education, and that "improving adult learning" deserves prime emphasis; (6) he preferred group discussions and the seminar method for his own continuing education. (Included are nine charts and tables and five references.) (author/ly)
Document not available from EDRS.

ADULT EDUCATION, GENERAL PERSONAL ORIENTATIONS AND COMMUNITY INVOLVEMENT;
A CROSS-NATIONAL RESEARCH PROJECT.

Agger, Robert E.; and Others
45p. 1969

ABSTRACT:

Project ATE (Attitudes Towards Education) is designed in three stages to develop means of assessing how, to what extent, and in what areas of community public affairs people become involved--in England, Czechoslovakia, Yugoslavia, and the United States. In this first phase of the project, the focus was on correlating adult education with general personal orientations (modernism versus traditionalism, creativity versus mechanical, social competence versus incompetence, tolerance versus intolerance) and community involvement in the United States, Czechoslovakia, and the Yugoslav republics of Bosnia and Slovenia. The principal findings were: (1) personal variables of modernism, creativity, tolerance, and social competence were all associated with discussion of local affairs in the Czech and American but not in either of the Yugoslav samples; (2) adult education participation was associated with discussion of local affairs in some, if not all, formal education subgroups in the four samples. Several speculative questions were raised. (Ten tables, footnotes, and personal orientation scale items are included.) (author/ly)
Document not available from EDRS.

A STUDY OF NIGHT SCHOOL DROP-OUTS, A SCHEDULE 10 PROJECT.

Alam, Mubarka; Wright, E. N.

Toronto Board of Education, Ont. Research Dept.

111p. March 1968

ABSTRACT:

A study of night school stayins and dropouts (persons who missed three consecutive classes) used a randomly selected sample of 240 stayins and 243 dropouts from the Metropolitan Toronto (Ontario) Board of Education evening classes. Interviews were guided by questionnaires built to take into account the findings of previous research. Both coding categories and open-ended questions were used. It was found that differences between stayins and dropouts were not well enough defined to be used in selection procedures. The dropout was more likely to be younger, unmarried or widowed, live alone or with his parents, engaged in clerical occupations, and was most often found in language, commercial, and clerical courses. The largest differences between the responses of dropouts and stayins seemed to occur in matters involving the respondent personally--whether he felt at home in the class, whether he got to know many students, and whether he found the course interesting or useful. There was a marked tendency for stayins' friends to be stayins and dropouts' friends to be dropouts. In large measure, dropouts were taking night school courses for the first time. (The document includes references, 34 tables, lists of coding categories, and the questionnaire.) (author/aj)

This report was presented at the NSAER by John F. McGivney.
EDRS Order Number: ED 018 769. Price: MF \$0.50, HC \$5.65

EVALUATING ADULTS FOR FURTHER STUDY.

Allyn, Nathaniel C.

4p. 1969

ABSTRACT:

The College-Level Examination Program (CLEP) provides two types of examinations to evaluate the nontraditional educational background of adults wishing to pursue college level studies. Five multiple-choice tests (the General Examinations) are designed to assess general or liberal arts background as compared to two years of undergraduate education. The Subject Examinations are tied more closely to specific fields or subjects and include an optional essay portion. Both series are available through an institutional administration or one of 57 CLEP centers. Colleges are using the examinations for admission, placement, and other purposes. Nearly 400 colleges and many other institutions and agencies have indicated that they will award credit on the basis of CLEP testing. (author/ly)
EDRS Order Number: ED 026 612. Price: MF \$0.25, HC \$0.30

A STUDY OF RESEARCH UTILIZATION PROCESSES IN BRITISH AGRICULTURE.

Bruce, R.L.

New York State Univ., Ithaca, College of Agriculture at Cornell 14p.

Feb. 1969

ABSTRACT

This study, done in England and Wales, was a first step in developing a model or set of models for describing processes by which agricultural research findings are put into practice. It was decided that the model should be based on actual instances of transmission and use of research. Models by the author and by others were used in developing descriptive statements. Because of the nature of the source models, three categories (events, process, and decision) were used. Interviews were either narrations of specific instances of the processes under study or less formal interviews in which respondents described policies and general procedures. Data suggested the existence of information efforts activated by both supply and demand; the existence of separate processes was neither proved nor disproved. Supply-activated aspects of research utilization seemed to need better analysis. All narrations are now being flow-charted for study of relationships within the process. Collection of comparable data in other countries is also planned. (Included are appendixes on process and event items, sample item cards, and sample protocols.) (author/ly)
EDRS Order Number: ED 025 717. Price MF \$0.25, HC \$ 0.80

HISTORY AND SOCIAL SCIENCE: COMPLEMENTARY APPROACHES TO ADULT EDUCATION RESEARCH.

Carlson, Robert A.

7p. Feb. 1969

ABSTRACT

The author expresses the view that historical and social science research in adult education should be complementary but separate. He asserts that interpretive, humanistic adult education history should be oriented toward "the unique, the particular, and the individual," with statistical analysis and other scientific methodology preferably confined to social science studies. (author/ly)

EDRS Order Number: ED 025 719. Price MF \$0.25, HC \$0.45

A SYSTEMS APPROACH TO UPDATING PROFESSIONAL PERSONNEL.

Cohen, David M., Dubin, Samuel S.

12p. Feb. 1969

ABSTRACT

Professional updating processes can be visualized as a system enabling both educators and professionals to enhance individual competence. The systems analysis model given here represents updating practices both pictorially and mathematically. Strengths of the model are: it incorporates educational, psychological, and motivational factors from a systems viewpoint; the mathematical model enables the determination of the most influential variables in the updating process; the model can be developed for both individuals and groups; and parameters of mathematical models can be estimated or determined with standard statistical procedures. Weaknesses are: the model is somewhat simplified and may not include all possible parameters; negative feedback is not recognized; the problem of statistical estimation of parameters is still unresolved; and the assumption that updating is a consistently non-decreasing process can be questioned. (Seven figures are included.) (author/ly)

EDRS Order Number: ED 025 718. Price MF \$0.25, HC \$0.70

A PROGRESS REPORT ON THE DEVELOPMENT OF A TEST OF CURIOSITY.

Day, H. I.

22p. Feb. 1969

ABSTRACT:

A test of curiosity is being constructed with a view to item-content appropriateness for a population of unselected adults. Curiosity may be defined as specific or diversive. It was felt that the two were not synonymous and there was a need to differentiate between them; the test of specific curiosity under construction aims to identify the individual who reacts with positive affect toward situations high in novelty and complexity and who tends to approach them with the purpose of exploring the stimulation, reducing uncertainty, and gaining information. The construction proceeded from a theoretical description of selected characteristics and expected behaviors. Specific curiosity was conceptualized as a three-faced cube; face 1 is the nature of stimulation (complexity, novelty, ambiguity); face 2 is the nature of the response (observation, questioning, thinking); and face 3 is interests (outdoors, mechanical, computation, scientific, persuasive, artistic, literary, musical, social service, and clerical). The first data collection has been analyzed; the questionnaire has been revised, and it is expected that this revised questionnaire will be available for validity and research studies within a very few months.

(author/ed)

EDRS Order Number: ED 026 610. Price: MF \$0.25, HC \$1.20

STUDIES ON THE AFFECT OF PARTICIPATION IN TRAINING AND SUPERVISORY PROGRAMS.

Dimock, Hedley G.

5p. 1969

ABSTRACT:

This study describes the procedures used to evaluate the effect of 28 leadership development programs for young and middle-aged adults. The educational experiences were divided into 4 groups -- low, medium, high, and very high -- depending on the level of the learners' participation and the extent to which the learning was focused on their interests and experiences. These factors were rated on a subjective basis by the author. From a variety of approaches to predicting successful group leaders, a series of short questions that actually discriminated successful from unsuccessful group leaders were selected. Three attitude questionnaires were put together in a leadership inventory and studies of its reliability ranged from .70 to .90 (odd-even and test-retest). Studies of its validity in eight field situations ranged from .23 to .69 with an average of about .50. These are multiple correlations and were established using the Aitken method with rank order correlations and the Jenkins method with product-moment correlations. The findings revealed that high participation led to a more significant attitude change than low participation. (author/nl)

EDRS Order Number: ED 025 731. Price: MF \$0.25, HC \$0.35

NON-DEGREE RESEARCH ON ADULT EDUCATION IN CANADA 1967-1968.

Draper, James A.

2p. 1968

ABSTRACT:

A summary of the paper presented to the National Seminar on Adult Education, 1969, contains information on the institutions involved, the purpose of the study of nondegree research on adult education in Canada 1967-68, the language of the report, and the contents of the appendixes. Participating universities were: the Department of Adult Education of The Ontario Institute for Studies in Education, the Institut Canadien d'Education des Adultes, and the Canadian Association for Adult Education. The study aimed at: (1) identifying areas in which research is being conducted; (2) making available to interested persons an up-to-date compilation of adult education research; (3) increasing the accessibility, and widening the usability, of adult education research; (4) identifying persons and organizations that are conducting and/or sponsoring research in adult education; (5) helping to establish the coordination of research in adult education; and (6) encouraging further research. Surveys are currently being conducted; one, a direct extension of this one being reported, will cover the full year 1968 to March 1969; another is of degree research on adult education and related disciplines in Canada.

(author/nl)

Document not available from EDRS.

OPERATION BOOTSTRAP: THE AMERICAN LYCEUM 1826-1840.

Ewbank, Henry L., Jr.

12p. Feb. 1969

ABSTRACT:

The Lyceum movement (identified as the range of voluntary education and "mutual instruction") of 1826-1840 was a phenomenon foreshadowing present day concerns in adult education. The 'free university,' the community schools, seminars in race relations and the like are reflections of learning patterns common in the Lyceums. Mutual instruction was at its heart--the practice of having each member tell the others about a subject in which he was interested and experienced. This did away with the need to import talent, at a cost, and sustained the interest and devotion of group members. The plan of emphasizing practical learning in the Lyceums followed from this mutual instruction pattern. Although the nature and scope of the Lyceums differed, generally religion and politics were excluded from discussion. Moreover one of the avowed purposes of the lyceums, at all levels, was to act as a supporting arm for the common schools, performing a valuable part in the extension of educational opportunity during that period. (author/dm)

Document not available from EDRS

AN IDENTIFICATION OF CRITICAL BEHAVIOR AND RELATED MAJOR CONCEPTS
RELEVANT TO THE TRAINING OF PROFESSIONAL LEADERS IN EXTENSION EDUCATION.
Findlay, E. Weldon
21p. Feb. 1969

ABSTRACT

A study was made of 200 Cooperative Extension Service workers in New York State to identify appropriate curriculum content for training professional leaders in extension education. The critical incident method was used to discover behavior patterns characteristic of professional extension agents and of key importance in their work. Respondents were asked to recall instances of effective and ineffective behavior on their part, to emphasize behavior critical to achieving an effective outcome, and to indicate why they considered a given incident effective or ineffective. Finally, a structure of relevant concepts was identified and linked to behavioral categories. Key behavior was grouped within seven major categories; pre-conditioned or set behavior; programing; mobilizing resources and facilitating action; coordinating action to administer agency programs and activities; providing voluntary leadership; influencing clientele evaluation and adoption of innovations; and regulating programs and activities. Concepts were identified and interpreted under the headings of the system and its growth and development, planning change and development, managing change and development, and influencing the evaluation and adoption of innovations. (author/ly)

EDRS Order Number; ED 025 720. Price MF\$0.25, HC \$1.15

THE PREDICTION OF COLLEGE LEVEL ACADEMIC ACHIEVEMENT IN ADULT EXTENSION STUDENTS.

Flaherty, M. Josephine
Toronto University, (Ontario)
266p. 1968

ABSTRACT:

This study investigated cognitive and noncognitive factors in the variance among 43 psychological and biographical measures on 296 adult university extension students, and compared the factors as predictors of academic achievement. Verbal and nonverbal intelligence, study habits and attitudes, persistence, learning orientation, age, sex, years since leaving school, number of college subjects taken to date, and hours of study per week were among the variables considered. Data analyses were made for males only, females only, and the total group; factor analyses and intercorrelations were also made. These were among the findings and conclusions: (1) adults can be classified by learning orientations, especially need for acceptance from others and for relief from boredom and frustration; (2) intellectual and educational ability was the best predictor of science and social science grades and overall averages; (3) study habits and attitudes were the best predictor of grades in humanities; (4) societal goal orientation was the best predictor of mathematics grades; (5) age was a predictor of science and mathematics grades for mixed groups and for males; (6) the predictive validity of some factors differed greatly. (author/ly)

Document not available from EDRS. Document will be available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103

TOWARD THE STYLE OF THE COMMUNITY CHANGE EDUCATOR.

Franklin, Richard

43p. Feb. 1969

ABSTRACT

Variations and implications of change agents' patterns or styles of interaction with client systems (individuals, groups, or multigroups) are discussed. Five styles are defined: (1) the instructor, who imparts information to clients and interacts only with his agency; (2) the paterfamilias, who exercises personal paternalistic influence and authority; (3) the advocate, who channels agency communication and influence to the client; (4) the servitor, who simply performs tasks for clients and implements agency decisions; and (5) the community change educator, who interacts effectively with both agency and clients. A hypothetical model indicates client group responses to these change agent styles over a time span, with emphasis on the concepts of dependence, counter dependence, independence, and interdependence. The author uses his home agency to illustrate positive and negative effects of change agencies on the functioning of change agents. (author/ly)

EDRS Order Number: ED 025 721. Price MF \$0.25, HC \$ 2.25

A PROGRAM OF RESEARCH IN ADULT AGE DIFFERENCES IN COGNITIVE PERFORMANCE AND LEARNING, BACKGROUNDS FOR ADULT EDUCATION AND VOCATIONAL RETRAINING.

Gardner, Eric F., Monge, Rolf H.

Syracuse Univ., New York. Dept. of Psychology. 15 p. 1963

ABSTRACT

In view of the social importance of retraining and vocational rehabilitation programs for workers at all levels and ages and in view of the lack of scientific information relating to the role of personal variables in complex human learning at different adult ages, it is here proposed that a five-year program of research in adult learning be undertaken. The proposed research program will determine age differences in cognitive abilities with special reference to items selected as suitable for adults of different ages, survey the educational backgrounds and skills that older and younger adults bring to learning situations, and study age difference in personality characteristics of a type likely to influence the individual's learning. The interaction of variables with the age of the learner in determining learning and performance will be investigated experimentally. (author/aj)

Document not available from EDRS

THE ASSUMPTIONS AND IMPLICATIONS OF FEDERAL ADULT EDUCATION LEGISLATION.
Havrilesky, C.
9p. Feb. 1969

ABSTRACT

Two premises of Federal adult basic education legislation are that grade level completed measures achievement level or at least is significantly and positively related thereto, and that similar economic backgrounds indicate similar educational needs. Results of a 1967-68 New Jersey study, which showed relatively little relationship between grades completed and reading and mathematics achievement scores in a low income population, tend to contradict both premises. A more accurate formula is needed for adult education funding at the state and Federal levels, and the scope of dissimilar instructional needs of the target population must be further examined. (One table and four references are included.) (author/ly)
EDRS Order Number ED 025 722. Price MF \$0.25, HC \$0.55

A LONGITUDINAL STUDY OF PRERETIREMENT EDUCATION.

Hunter, Woodrow W.

Michigan Univ., Ann Arbor, Div. of Gerontology; Welfare Administration,
Washington, D.C. 128p. 1968

ABSTRACT

In a longitudinal study of preretirement education, one of two groups had a group discussion program of 10 weekly sessions. Volunteer participants were male, hourly-rated workers, 60-68 years old, employed in the Detroit area automobile assembly plants. Discussion centered on work and retirement, money management, physical and mental health, living arrangements, relationships with family and friends, legal issues, free time, and community programs. Data were collected by interviews with all subjects before retirement, six to 12 months, and 18 to 24 months after retirement. Results showed that the preretirement education significantly reduced retirement dissatisfaction and health worries, and encouraged participation in activities with family and friends. With both experimental and control groups, there was an increase in the husbands' power in family decision making after retirement. Certain tentative findings, such as the suggestion that the program was more effective with well educated whites, indicate that further study is needed. (author/jf)

EDRS Order Number: ED 024 869. Price MF \$0.75 HC \$6.50

MEASURING THE EDUCATIONAL RELEVANCE OF A SHORT-TERM TRAINING PROGRAM FOR TEACHERS.

Johnson, Raymond L.; And Others.

17p. Feb. 1969

ABSTRACT:

A multiple time series design was used to test the effectiveness of short workshops for housewives recruited to teach basic reading to adults in bringing about changes in teacher attitudes and opinions. An attitude and opinion survey questionnaire comprising true-false items was given on three occasions, to all participants of a nine-hour workshop. All the participants answered the questionnaires at the beginning of the workshop but only the members of the experimental group answered them the second time after teaching a class. Sixteen of the 100 items showed significant shifts in responses between times one and two for the experimental group and fourteen for the control group, and virtually all the changes induced in the controls persisted at time three. However, the effects of the workshop were almost totally erased by the experiences in the classroom. (An appendix with an outline of the procedure is included). (author/nl)

EDRS Order Number: ED 025 723. Price:MF \$0.25, HC \$0.95

THE OLDER ADULT AS A UNIVERSITY STUDENT.
Kauffman, Earl
31p. 1969

ABSTRACT:

Characteristics and performance of Donovan Scholars (56 men and 127 women over 65) in the Educare Program at the University of Kentucky were studied, and pertinent research problems were revealed. Findings include the following: (1) most Scholars were high school graduates with at least some college; (2) most grades were fair to excellent; (3) English, art, history, education, and philosophy were the most popular courses; (4) Donovans were comparable to regular students on five personality measures and significantly different on eight others; (5) Donovan Scholars were more conforming and conservative than younger students, with much more commitment to religious values; (6) on the whole, they were very well accepted by professors. Analytical projects are under way on self-administered testing, student evaluation by professors, morale and involvement, medical testing, mental competency, and driver retraining. (Included are 18 references and 15 tables and charts.) (author/ly)

EDRS Order Number: ED 025 732. Price: MF \$0.25, HC \$1.65

THE IMPACT OF THE UNION LEADERSHIP ACADEMY UPON THE BEHAVIOR AND ATTITUDES OF UNION MEMBERS; A CASE STUDY IN LONG TERM LABOR EDUCATION. RESEARCH REPORT #1.
Keddie, Wells H.; Ryan, Richard E.
109p. Jan 1969

ABSTRACT:

Behavioral and attitudinal changes in participants in the Lehigh Valley Union Leadership Academy (ULA) were studied. Subjects were a group of new enrollees, a control group of unionists exposed to two or fewer ULA courses, and a subsequent group of dropouts. Questionnaires were given in 1965 and 1968 to the study and comparison groups; and interviews were held in 1968 with graduates, comparison group members, and dropouts. It was found that the study group gained in union committees membership, in attendance at local and central body meetings, level of positions held, and political activities; and surpassed the comparison group in nonpolitical community affairs participation both in 1965 and in 1968. Despite cautions dictated by the small size of the sample, it is concluded that exposure to the ULA program was related to substantial behavior changes in the direction of increased union and community (especially political) activity, but that self-perception, job satisfaction, perception of the worker's role in society, and other attitudes were relatively unaffected. (The paper presented at the National Seminar on Adult Education Research was based on the methodological experience of this report.) (author/ly)

Document not available from EDRS. Available from Department of Labor Studies, 209 Engineering E., Pennsylvania State University, University Park, Pa. 16802

THE VALUE ORIENTATIONS AND THE EDUCATIONAL PARTICIPATION OF CLERGYMEN.
PROGRESS REPORT.

Klever, Gerald L.
13p. Feb. 1969

ABSTRACT:

This study investigated the relationship between the value orientations and the adult education participation of clergymen, and the relationship of the extent of participation and value orientation and religious tradition. The Leisure Activity Survey and a revision of the Differential Values Inventory were administered to 55 ministers, 55 priests, and 55 rabbis in greater Chicago. Only one component of participation (Cultural) was significantly related to value orientations. Four participation components (Periodical Reading Instructional, Instructional-Hobby, Cultural, Mass Media) were significantly related to religious tradition. The discrepancy between hypothesized and actual relationships was caused by the differences between laymen and clergymen, previous studies having been done with church members. Researchers could test the differences in educational participation, value orientations, and religious traditions between laymen and clergy of a religious tradition. (author/ly)

EDRS Order Number: ED 025 724. Price MF \$0.25, HC \$0.75.

FACTORS RELATED TO THE ADOPTION OF FARM PRACTICES.
Lanham, Orville E.; Brown, Emory J.
25p. Feb. 1969

ABSTRACT:

Dairy farmers (N=387) in two Pennsylvania counties were studied concerning their adoption of practices used on nearby demonstration farms. A total of 37 variables (including 11 "dummy variables") were used to measure personal characteristics, economic structures of farms, communication sources, and formal and informal participation. Factor analysis and multiple regression analysis were performed. Seven of the 37 variables accounted for 46% of the variance in adoption. Five of the seven variables (acreage farmed, farm equipment, participation in agricultural extension programs, participation in economic organizations, number of top twenty farmers talked to) were measures of formal participation, economic structure of farms, and communication sources. The farm equipment index explained over 20% of variance in adoption, which indicates that some processes are more applicable to larger, highly mechanized farms. None of the static personality characteristics was significant. (The document includes four tables, 48 references, and a brief research review.) (author/ly).

EDRS Order Number ED 025 725. EDRS Price: MF \$0.25, HC \$1.35

PARTICIPATION IN PESTICIDE EDUCATION PROGRAMS AND CHANGES IN OPINION LEADERSHIP ACTIVITIES.

Looby, Lawrence E.

20p. 1969

ABSTRACT:

A study was made to see if an educational program on the safe and proper use of pesticides would increase the opinion leadership activities of pesticide dealers and the amount and quality of information they conveyed to their customers and other dealers. The dealers selected came from eight rural counties and two urban communities in Nebraska; they were divided into an experimental and a control group for each area. Educational programs provided during a 12-month period included workshops, classes, and conferences as well as bulletins, brochures, and radio and television programs. The dealers were interviewed before and after the program. Data gathered indicated that participation in pesticide education programs did not appear to be related to increase in opinion leadership activities; however, the scale used did not measure actual effects of the activities. Nominations of the opinion leaders by their customers, who mentioned them as sources of information, seemed to confirm the opinion leadership scale. (author/nl)

EDRS Order Number: ED 025 726. PRICE: MF \$0.25, HC \$1.10

INFORMAL HELPING RELATIONSHIPS AMONG ADULTS.

Macdonald, Mairi St. John

4p. 1969

ABSTRACT:

An exploratory study examined the informal helping relationship between adults seeking assistance with problems and the persons they selected as helpers. Fifteen men and 15 women were interviewed with an open ended questionnaire listing 50 possible reasons for selecting a helper and 35 possible ways in which a helper assisted with the problems. Among problem areas were careers, marital difficulties, alcoholism, bereavement, moving, family conflicts, and feelings of inadequacy. Problems had persisted for periods of time varying from six months to more than three years. Respondents selected helpers who were older, married, friends or relatives, same nationality or sex, and of similar educational level and religion. Men tended to choose helpers who were perceived as warm, friendly, and sincerely interested in them, while women selected helpers who took them seriously, listened, and kept confidences. Natural helpers appeared to share similarities to professionally trained persons described in counseling literature. Objective findings suggest that natural helpers may be identified through the testimony of those whom they have assisted, and subjective findings suggest that natural helpers may be identified by self disclosures in an interview. (author/pt)

EDRS Order Number: ED 025 736. Price: MF \$0.25, HC \$0.30

THE RESEARCHER'S ROLE IN THE DIFFUSION OF AN INNOVATION: A COMPARATIVE STUDY.

Martin, Margaret R.

13p. 1969

ABSTRACT:

This study used a diffusion model in an attempt to understand the role of the researcher in the evaluation of an educational innovation in a school setting. The Learning Laboratory for Adult Basic Education at the Rochambeau School in White Plains, and the Brevoort Community Center in Bedford-Stuyvesant, Brooklyn, were studied. Both programs used a multimedia basic education system developed by a commercial firm. Agencies and teachers in the two projects appeared to perceive the research coordinator as being, in addition to a professional in research design and methodology, a communicator in the program planning and teacher training phases, rather than a change agent. Although knowledge level and other factors might contribute to differences in content and objectives, the researcher was expected to transmit efficiently both research and nonresearch information. Teacher training and experience also seemed to affect communication and the adoption of innovation. (author/ly)

EDRS Order Number: ED 025 733. Price: MF \$0.25, HC \$0.75

A STUDY OF PERCEPTUAL AND ATTITUDINAL CHANGE WITHIN A COURSE ON ADULT
EDUCATION METHODS.

Menlo, Allen
20p. 1969

ABSTRACT:

A study was made of personal changes in 50 graduate students in education, public health, social work, psychology, business administration, and public administration, who took a special 15-week university course in adult education methodology. Major course objectives were to help class members (1) to see themselves as able to aid other adults in their learning, problem-solving, and decision-making, and (2) to perceive other adults as having the potential and basic desire to take responsibility for their own learning and development and behave constructively toward others. Learning events involved the total group, ad hoc subunits, permanent "home-based" groups, permanent out of class triads, individual outside reading of distributed articles and self-chosen books, individual and small group consultation, and ad hoc work committees. Gains in positive self-perception and in readiness to share leadership with others were significant; the influence of self-perception on changes in readiness to share leadership were not significant. (References are included.) (author/ly)

EDRS Order Number: ED 025 734. Price: MF \$0.25, HC \$1.10

COMMUNICATION CONCEPTS FOR ADULT EDUCATORS.

Pletsch, Douglas H.

15P. Feb. 1969

ABSTRACT:

The methodology used in the study of communication concepts by the adult educator in agriculture is explained, in order to develop more effective training programs and materials. Four stages were delineated to clarify procedural aspects of the study: (1) determination of anticipated behavioral requirements for future competence in communication of social change, through assessment of technical, social, and economic trends in society; (2) identification of relevant communication concepts by reviewing literature and submitting them to a screening process; (3) definition and description of most important concepts; (4) suggestion of educational objectives useful in increasing competency in communication to implement educational change. Twelve of the more important intellectual behavior requirements for adult agricultural educators, and 31 concept groupings are listed, including an example of the concept "persuasion." General objectives to provide a basis for more specific teaching objectives and learning experiences are listed and an illustration given. (author/pt)

EDRS Order Number: ED 025 727. Price: MF \$0.25, HC \$0.85

APPRENTICE IN GRAY: ADULT EDUCATION IN THE CONFEDERACY.
Puder, William H.
26p. Feb. 1969

ABSTRACT:

An exploration was made of several types of adult education within the Confederate States of America during 1861-65, and of socioeconomic and cultural background factors. The following adult education activities were identified: apprenticeship training on farms and in factories; extension training of army physicians through discussion groups, lectures, and an information-reporting network; religious instruction of civilians through newspapers and special lecturers; and adult basic education for illiterates by means of tutorial and dyad relationships in the army and on the home front. Results of this study support the contention that adult education tends to develop in response to a social crisis or other urgent need. Suggested areas for further research include agricultural education, Protestant adult education, vocational training for the handicapped, and the covert adult basic education of slaves. (author/ly)

EDRS Order Number: ED 026 600 Price: MF \$0.25, HC \$1.40

THE EFFECT OF SOCIABILITY ON THE TYPE AND RATE OF INTERACTION IN SMALL GROUPS.

Rose, Harold
18p. 1969

ABSTRACT:

This study sought to determine the effect of sociability, a personality variable, on the kind and number of statements made by an individual in a group. Subjects were 65 adult basic education workshop participants from Alabama, Florida, Georgia, Mississippi, and Tennessee. They were divided into seven groups by stratified random sampling on age, sex, and race; group leaders were rotated to control the effect of differing leadership styles. Data on interaction, sociability, and demographic factors were obtained with the Reciprocal Category System, a scale of social introversion and extraversion, and a brief questionnaire. All types of interaction but one correlated significantly with interaction rate. None of the demographic variables (age, sex, race, administrative experience, teaching experience, educational background) correlated significantly with interaction. Implications for research were noted. (Included are ten references and four illustrations.) (author/ly)

EDRS Order Number: ED 025 728. Price: MF \$0.25, HC \$1.00

AN EXPERIMENTAL STUDY DESIGNED TO TEST THE RELATIVE EFFECTIVENESS OF
A MULTI-MEDIA INSTRUCTIONAL SYSTEM.

Scheier, Elaine

8p. 1969

ABSTRACT:

A study compared the effectiveness of Learning 100(L-100), a multimedia, multimodal, multilevel communication skills system, with that of a more conventional reading program with functional illiterates in Bedford-Stuyvesant, a ghetto area in Brooklyn, New York. In January, 1968, under the Title III Adult Education Act of 1966, Adult Basic Education Program, an experimental group (49 Students) and a control group (47 Students) were established; teachers were licensed and all were receiving inservice training. Student attendance records, reasons for dropout, cycle growth and placement at completion of the program, and subjective evaluation by the teachers were collected. On the basis of the Metropolitan Achievement Test, a seven month grade equivalent difference in favor of the L-100 students was found. Teachers found the program successful in that it raised aspirational levels, was self-evaluative, maintained high interest, and was flexible; instructional materials, created especially for this population, were rated good to outstanding; however, suggestions were made for more instruction in such writing skills as personal and business letter writing. Materials used in the control group provided for individual work and progress but students found them not challenging enough.

(author/pt)

EDRS Order Number: ED 026 612. Price: MF \$0.25, HC \$0.30

MEETING USERS' NEEDS - WHERE ADULT EDUCATION AND INFORMATION SCIENCE
INTERACT.

Shearman, John
13p. 1969

ABSTRACT:

Adult education and information science can be viewed as aspects of the endeavor to communicate collective human knowledge and experience. Where self-learners "need to know" intersects with information and library science skills in meeting user needs, dynamic interaction may take place. Information systems research at Stanford University, Purdue, Lehigh, the Ontario Institute for Studies in Education, and elsewhere has been concerned with determining what is meant by satisfying user needs, clarifying objectively what those needs are, and building systems that meet those needs. (The document includes 13 references and in information services model.) (author/ly)

EDRS Order Number: ED 025 735. Price: MF \$0.25, HC \$0.75

CORRELATES OF ADMINISTRATIVE PROFESSIONAL LEADERSHIP IN THE NORTH CAROLINA
AGRICULTURAL EXTENSION SERVICE.

Shearon, Ronald W.
28p. Feb. 1969

ABSTRACT:

This study analyzed variance in county extension chairmen's (CEC) conformity to an administrative performance leadership (APL) concept of their role. Relationships between APL and agent morale and performance, CEC attributes, and CEC relationships with agents, were assessed. Results were reexamined after adjusting for effects of sex, level of education, tenure, and career satisfaction in reports by observer agents. Major findings were: (1) CEC conformity to an APL role concept appeared significantly related to agent morale and performance; (2) chairmen who considered the APL concept very important had higher APL scores; (3) personal characteristics of agents had essentially no effect on coefficients for measures (managerial support, equality, support in conflict situations) of CEC-agent relationships. Findings suggest that, where they provide agents with managerial support, minimize status distinctions, and support agents in conflict situations, CEC are more likely to negotiate certain obstacles (agent resistance and limited time) and conform more closely to the APL role concept. (Nine tables and two references are included.) (author/ly)

EDRS Order Number: ED 025 729. Price: MF \$0.25, HC \$1.50

WHY ADULTS LEARN; A STUDY OF THE MAJOR REASONS FOR BEGINNING AND CONTINUING A LEARNING PROJECT.

Tough, Allen

Ontario Institute for Studies in Education, Dept. of Adult Education, Toronto, (Ontario) 65p. 1968

ABSTRACT

As determined in this study of 35 adults in the Toronto area, the single most common and most important reason for adult learning is the desire to use or apply knowledge and skill. Commitment to an action goal (producing, accomplishing, or doing something came first; then came the decision to learn certain knowledge and skills as one step toward achieving the action goal. Such a goal might be to understand some future situation better, to pass an examination, or to impart the knowledge or skill to others; but these were not so common as other action goals such as producing a report or recommendations. The second largest number of adult learning projects began as a result of puzzlement, curiosity, or a question. Perceptions of what behavior is appropriate, normal, or desirable in a given situation were also influential. Of the set of 13 reasons investigated, the typical adult learner had six reasons for beginning a learning project and seven for continuing it: enjoyment from receiving the content, pleasure from learning activities, and satisfaction from possession of knowledge were among the major reasons for continuing. Implications for researchers and practitioners were noted.

(The document includes tables, notes, benefit and cost factors, and 26 references.) (author/ly)

EDRS Order Number: ED 025 688. Price: MF \$0.50, HC \$3.35

LEARNING ORIENTATIONS OF ADULTS FOR ENROLLING IN THE PART-TIME B.A.
PROGRAM AT THE UNIVERSITY OF GUELPH.

Yadao, Fausto, Jr.; Warlow, G.L.

Guelph Univ. (Ontario). Ontario Agricultural College 9p. Sept. 1968

ABSTRACT:

A study was made of the relationship of the relative scores of respondents on each of five learning orientations (learning, desire for sociability, personal goal, societal goal, and need fulfillment) to selected personal characteristics (age, sex, marital and family status, occupation, income, residence location, religious preference), social characteristics (number of organizational memberships, group subjects studied, subjects studied independently, and hours devoted to independent study and to study of group subjects), and levels of achievement motivation. Subjects were 91 adults enrolled in the part-time B.A. program at the University of Guelph. Indexes of learning orientation and achievement motivation were used. Findings led to the following conclusions: (1) age allows some prediction of learning and sociability orientations; (2) occupational status permits a limited prediction of sociability, need fulfillment, and personal goal orientations; (3) religious preference predicts desire for sociability orientations. (One table is included.) (author/ly)

EDRS Order Number: ED 025 730. Price: MF \$0.25, HC \$ 0.55

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Adult Education Periodical Holdings	ED 014 022	0.25	1.05
A Model Information System for the Adult Education Profession, by Roger DeCrow	ED 015 412	0.25	1.25
- Research and Investigations in Adult Education (Summer, 1967 issue of <u>Adult Education</u>) -	ED 012 877	0.50	3.40

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